

Day 2: Induction Institute

Learning Outcomes

Participants will:

- clarify understandings of the Architecture of the Mini-lesson;
- understand the foundations of Writing Workshop: daily structure, writing process, notebooks, conferring, yearlong planning;
- experience the process of collecting notebook entries as a writer and understand the process as a teacher of writing;
- understand the role of the Read Aloud in Writing Workshop;
- learn about the importance of Touchstone Texts in Writing Workshop

Possible agenda

Welcome and overview	10 min
Read Aloud	15 min
Writing Workshop 3: collecting entries	50 min
Writing Workshop debrief	40 min
What does this look like in your classroom?	10 min
Reflection	20 min
Genre and yearlong planning around units of study in mini-lessons	15 min
Touchstone Texts	60 min
* Morning break where appropriate	
Lunch	45 min
Writing Workshop 4: rereading entries to generate new entries	45 min
Writing Workshop debrief	20 min
What does this look like in your classroom?	10 min
Homework and closure	20 min

Activity: Welcome and overview of the day
Purpose: Building community

Approx time: 10 min

- Facilitation:**
- Welcome participants
 - Ask participants to Turn and Talk about yesterday’s learning and homework
 - Invite participants to tell the types of entries they wrote and add to Types of notebook entries chart
 - Invite participants to write their questions on sticky notes and post them on a “Parking Lot” chart to be addressed throughout the day
 - Briefly describe the day’s agenda and objectives

Activity: Read Aloud
Purpose: Understanding the difference between responding to the content of a text and responding to the author’s use of language, “reading like a writer”

Approx time: 15 min

- Facilitation:**
- Facilitator chooses a short Read Aloud to read twice
 - Invite participants to listen and personally respond to the content of the Read Aloud
 - Re-read, inviting participants to listen as writers, writing down words and/or phrases that they like
 - Invite participants to share their chosen words/phrases
 - Facilitator explains how “reading like a writer” helps writers gain a greater awareness of language and tells participants that using texts in this way will be discussed later in the day

Activity: Writing Workshop - Mini-lesson: collecting entries e.g. observations
Purpose: Participating in Writing Workshop to understand its structure and continuing to collect entries

Approx time: 50 min

- Facilitation:**
- Following the Architecture of a Mini-lesson, facilitator shares a previously written observation entry as an example of another way writers get ideas
 - Participants “try-it”, writing their own observation in their writing notebooks
 - Facilitators confer with teacher-writers
 - Facilitators select a few conferees to share

Activity: Writing Workshop debrief
Purpose: Clarifying participants understanding of Workshop structure, the Architecture of a Mini-lesson and the role of the teacher and student during conferring

Approx time: 20 min

- Facilitation:**
- Refer to the Structure chart again to illustrate the parts of the Workshop just experienced
 - Refer to the Writing Process chart, pointing out that collecting ideas is the first stage of the process
 - Share how the teacher decided on the mini-lesson teaching point and how to teach it
 - Refer to the Architecture as shown on the chart
 - Participants Turn and Talk about the mini-lesson and facilitator answers questions
 - Discuss the role of the teacher and the role of the student during conferring. Invite a conferee to talk about how the conference helped them as a writer
 - Discuss how to decide who to confer with, when and why and the importance of note taking during conferences in order to make future teaching decisions
 - Add to chart: Different Ways to Share *share with a partner*

Activity: What does this look like in your classroom?
Purpose: Clarifying what launching notebooks or writing folders looks like at the participants' grade level

Approx time: 10 min

Facilitation: • Exemplar Teacher uses specific examples and artifacts to show what launching notebooks or folders might look like at this grade level

Activity: Reflection
Purpose: Clarifying our understanding of Writing Workshop and ourselves as teachers of writing

Approx time: 20 min

Facilitation: • Refer to the posted charts to show how much learning the group has achieved so far
• Ask participants to write a brief reflection in their Teaching Notebook about today's Workshop and how they will implement the ideas in their classrooms
• Facilitators address some of the group's questions and concerns

Activity: Discuss genre and yearlong planning around units of study
Purpose: Introducing organizing the year around units of study

Approx time: 15 min

- Facilitation:**
- Define “genre”
 - Briefly give an overview of organizing the year around units of study
 - Introduce Living the Life of a Writer as a unit of study for launching Writing Workshop (not a genre study)
 - Tell participants that they will be looking at the Unit for homework

Activity: Touchstone Texts
Purpose: Learning how to select and use Touchstone Texts

Approx time: 60 min

- Facilitation:**
- Define “Touchstone Texts” and briefly talk about their importance (see App. II)
 - Explain that Touchstones support units of study
 - Read a favorite grade-level appropriate Touchstone Text
 - Talk about specific ways we can use this book to learn about writing e.g. genre, structure, craft, conventions
 - Invite participants to think about how they might use a second book as a Touchstone as you read it aloud to them
 - Invite table discussions about noticing and then share as a whole group
 - Working in groups, participants read books placed at their table to notice how they could be used as Touchstones
 - Encourage table discussions about noticing
 - Each table shares one book with the whole group

Activity: Writing Workshop - Mini-lesson: Writers generate ideas from re-reading their notebooks
Purpose: Participating in Writing Workshop and generating another notebook entry

Approx time: 45 min

- Facilitation:**
- Following the Architecture of a Mini-lesson, facilitator models another way of collecting a notebook entry
 - Participants “try-it”, writing an additional entry
 - Facilitators confer with teacher-writers
 - Process share: How did it go? How was re-reading to generate an entry different from writing a new entry?

Activity: Writing Workshop debrief
Purpose: Clarifying participants’ understanding of Workshop structure, the Architecture of a Mini-lesson, the importance of modeling and the role of the teacher and the student during conferring

Approx time: 20 min

- Facilitation:**
- Share how the teacher decided on the minilesson teaching point
 - Refer to the Architecture, discussing the importance of modeling
 - Participants Turn and Talk about the minilesson modeling and facilitator answers questions
 - Discuss the role of the teacher and the role of the student during conferring. Invite a conferee to talk about how the conference helped them as a writer
 - Refer to chart: Different Ways to Share *process share*

Activity: What does this look like in your classroom?
Purpose: Clarifying and suggesting other ways to re-read to generate more entries at the participants' grade level

Approx time: 10 min

Facilitation: • Exemplar Teacher uses specific examples and artifacts to show what re-reading to generate more entries might look like at this grade level at this stage of the year

Activity: Closure and homework
Purpose: Reflecting on the day's learning and giving homework

Approx time: 20 min

Facilitation: • Refer to charts to recap the day's learning
• Ask participants to write a reflection on their day
• Homework:
1. Use re-reading strategies to generate two or more notebook entries
2. Read the introduction to the Living the Life of a Writer unit of study and skim the unit

Appendices for Day 2

- I. Suggested Read Alouds: reading like a writer
- II. What makes a Book a Touchstone? – Isoke Nia, Induction
- III. Sample minilesson 3: Collecting entries e.g. observations
Sample minilesson 4: Re-reading entries to generate more entries e.g. “lift a line”